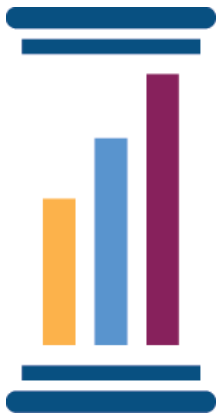


Assessing Faculty Perceptions of First-Year Student Engagement



Thomas F. Nelson Laird

Indiana University
Center for Postsecondary Research

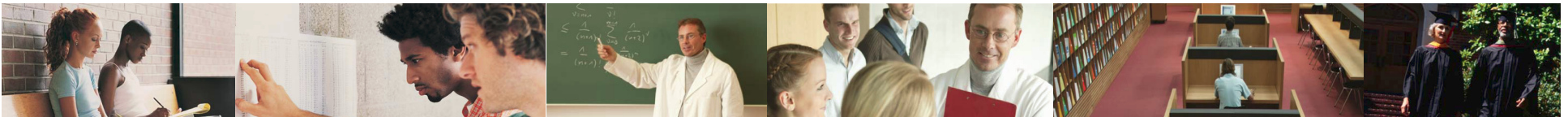


2/6/11

Presentation at the 2011 Annual Conference on the First-Year Experience

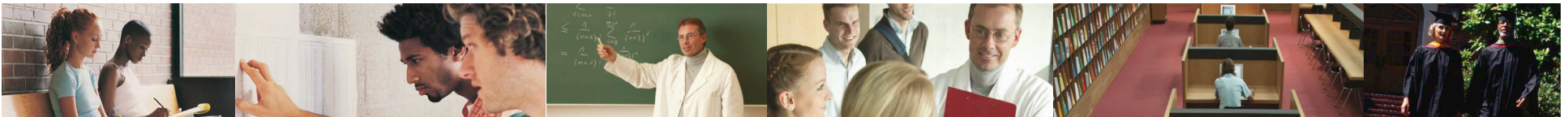
Topics for Today

- 1. Brief FSSE Background**
- 2. Typical-Student (TS) Survey Option**
- 3. Some FSSE 2010 TS Findings**
 - 1. High-impact practices**
 - 2. Campus environment**
 - 3. Active & collaborative learning**
 - 4. Student-faculty interaction**
 - 5. A few other indicators**
- 4. Discussion**




Faculty Survey of Student Engagement

- **Purposes**
 - Include faculty
 - Understand fac expectations & perceptions
 - Stimulate dialogue
- **Since 2003, 630 inst & 160,000 faculty**
- **Admin online, each spring**
- **2 survey options**
course-based or typical-student



Typical Student Option

- Each faculty member responds to questions about student engagement based on the typical first-year student or senior taught during the current academic year
- Option first available in 2007



The screenshot displays the Faculty Survey of Student Engagement (FSSE) interface. On the left, there is a sidebar with the FSSE logo and a photo of a student. The main area contains a table with the following structure:

Question	Very often	Often	Some-times	Never
Asked questions in class or contributed to class discussions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Made a class presentation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prepared two or more drafts of a paper or assignment before turning it in	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked on a paper or project that required integrating ideas or information from various sources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Came to class without completing readings or assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked with other students on projects during class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked with classmates outside of class to prepare class assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

At the bottom of the main area, there is a "Continue" button. The sidebar also includes "Help" and "Contact Us" links.

Key Question

Typical Student

- **During the current academic year, have you had more first-year students or seniors in your classes?**
 - More FY than SR students**
 - More SR than FY students**
 - I have taught neither first-year students nor seniors this academic year**

The screenshot shows a digital survey interface for the Faculty Survey of Student Engagement (FSSE). The title at the top is "About how often has the typical student done each of the following?". Below the title is a table with five columns: "Very often", "Often", "Some-times", and "Never". The table contains eight rows of survey items, each with a corresponding row of four radio buttons for selection. The items are: "Asked questions in class or contributed to class discussions", "Made a class presentation", "Prepared two or more drafts of a paper or assignment before turning it in", "Worked on a paper or project that required integrating ideas or information from various sources", "Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments", "Come to class without completing readings or assignments", "Worked with other students on projects during class", and "Worked with classmates outside of class to prepare class assignments". On the left side of the survey, there is a small image of a student studying, and below it, a sidebar with icons for "Help" and "Contact Us". At the bottom right, there is a "Continue" button.

	Very often	Often	Some-times	Never
Asked questions in class or contributed to class discussions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Made a class presentation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prepared two or more drafts of a paper or assignment before turning it in	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked on a paper or project that required integrating ideas or information from various sources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Come to class without completing readings or assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked with other students on projects during class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked with classmates outside of class to prepare class assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Example Question & Items

Typical Student

- **About how often has the typical first-year student done each of the following?**
(Never, Sometimes, Often, Very often)

Asked questions in class or contributed to class discussions

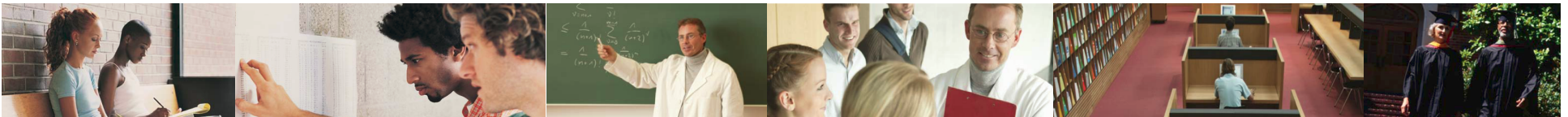
Come to class without completing readings or assignments

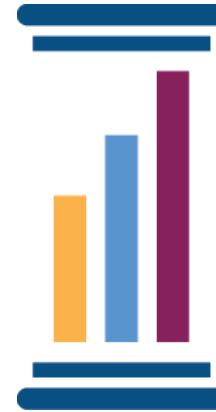
Received prompt written or oral feedback from faculty on his or her academic performance

Had serious conversations with students of a different race or ethnicity than his or her own

FSSE Resources

- **FSSE website** www.fsse.iub.edu
 - Search for inst participation
 - Sample reports and copies of surveys
 - Topical findings
 - Grand frequencies by inst type
 - Recent FSSE research and presentations
 - **Coming soon:** Online report generator

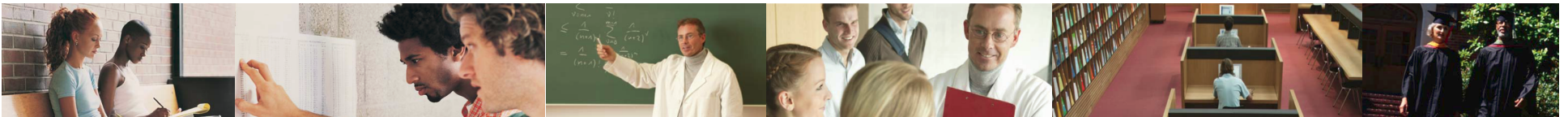




FSSE 2010 TYPICAL-STUDENT FINDINGS

Results Based On...

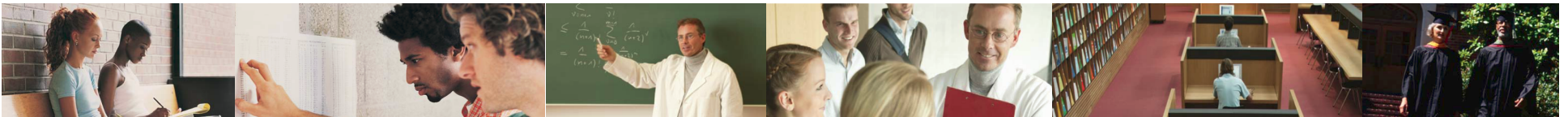
- **Respondents at 39 institutions that did FSSE TS and NSSE in 2010**
- **1,814 faculty who taught more FYS**
- **8,351 fulltime, first-year students**



HIGH-IMPACT PRACTICES

Learning Comm & Comm Serv

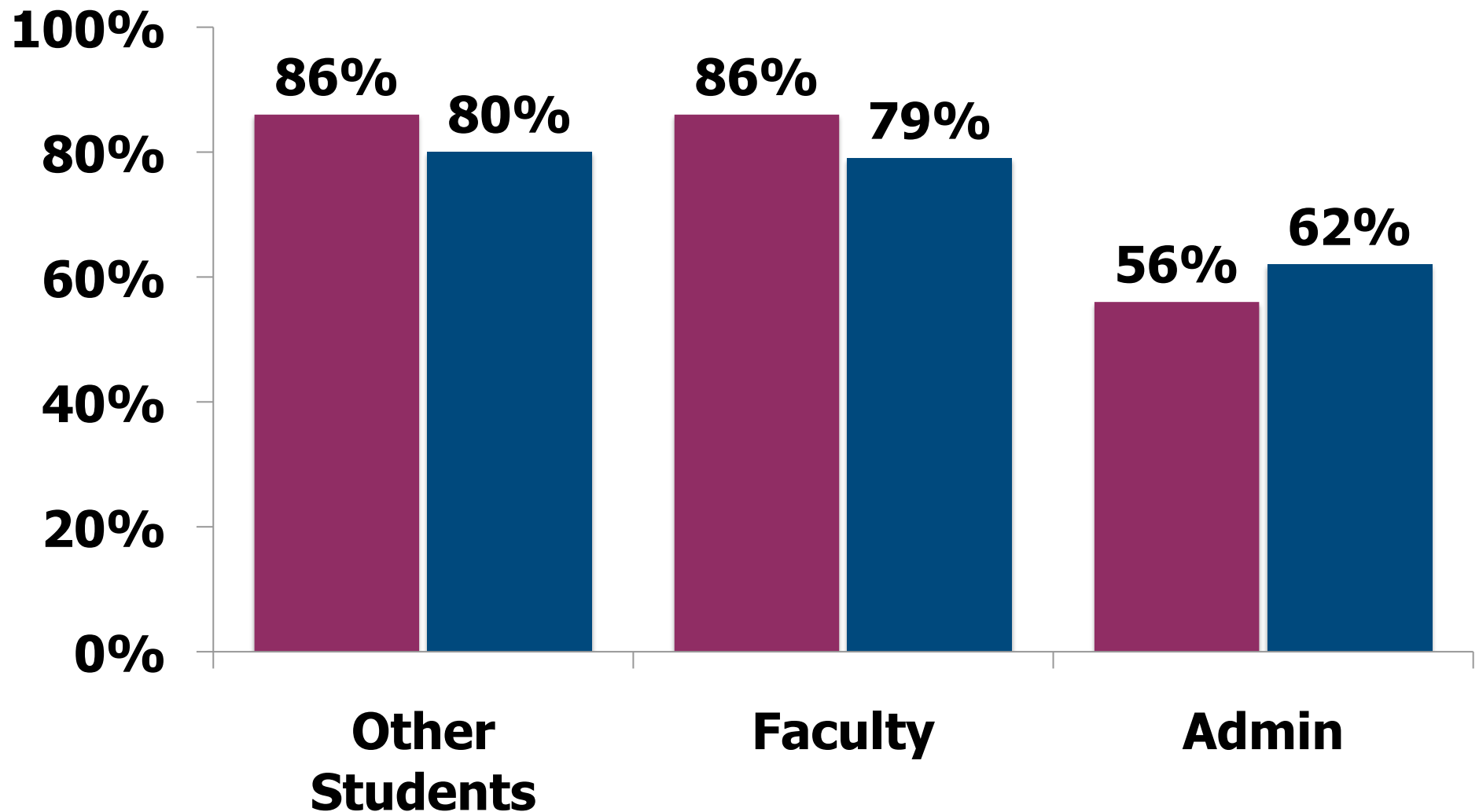
- **Percent of faculty who indicated that the following HIPs were important**
 - **Learning communities** **46%**
 - **Community service/volunteer** **63%**
- **Percent of FYS who had did each HIP**
 - **Learning communities** **17%**
 - **Community service/volunteer** **43%**



CAMPUS ENVIRONMENT

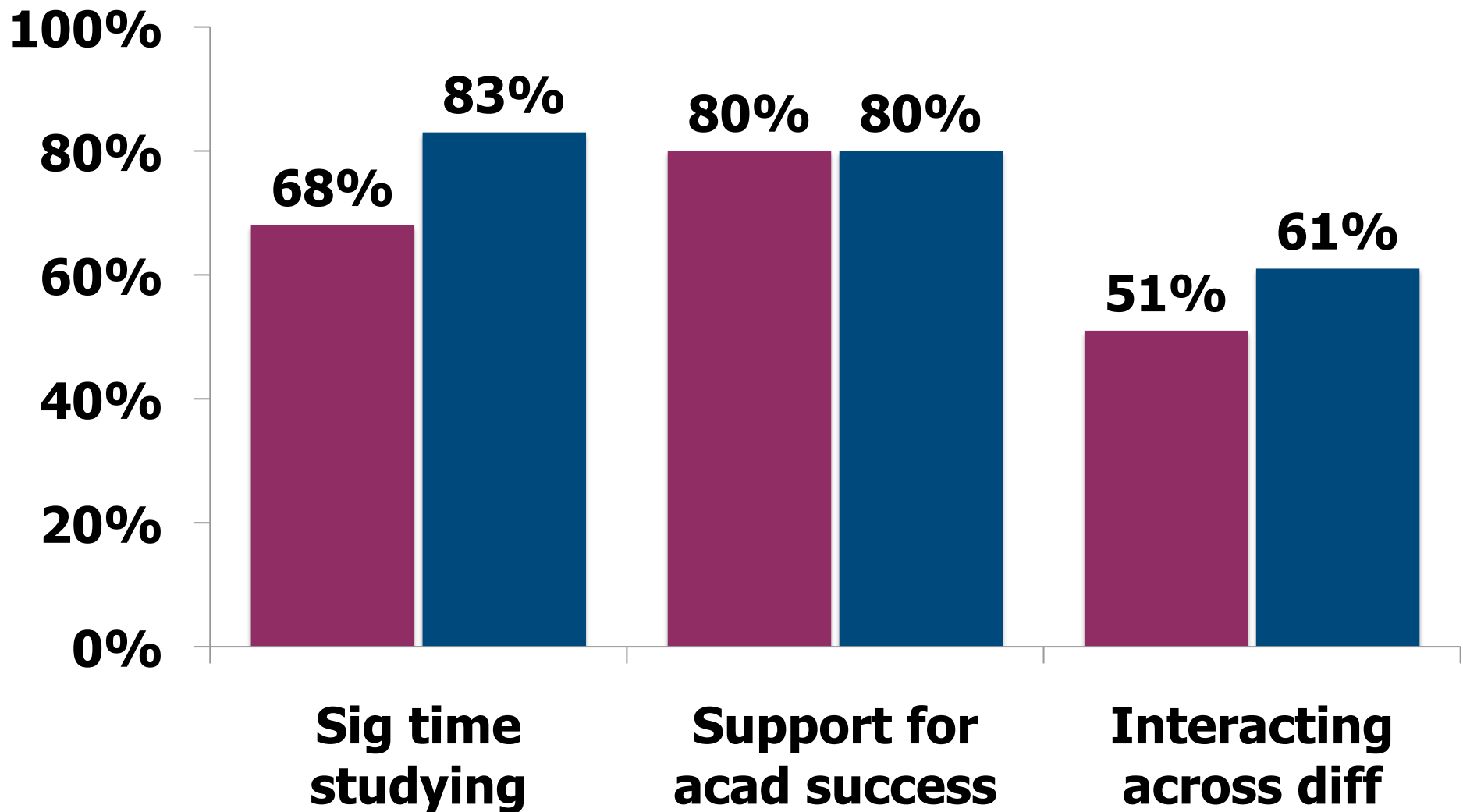
Percent with Positive View of Student Relationships with...

■ Faculty (FY) ■ FY Students



Percent who Indicated “Quite a bit” or “Very much” Inst Emphasis on...

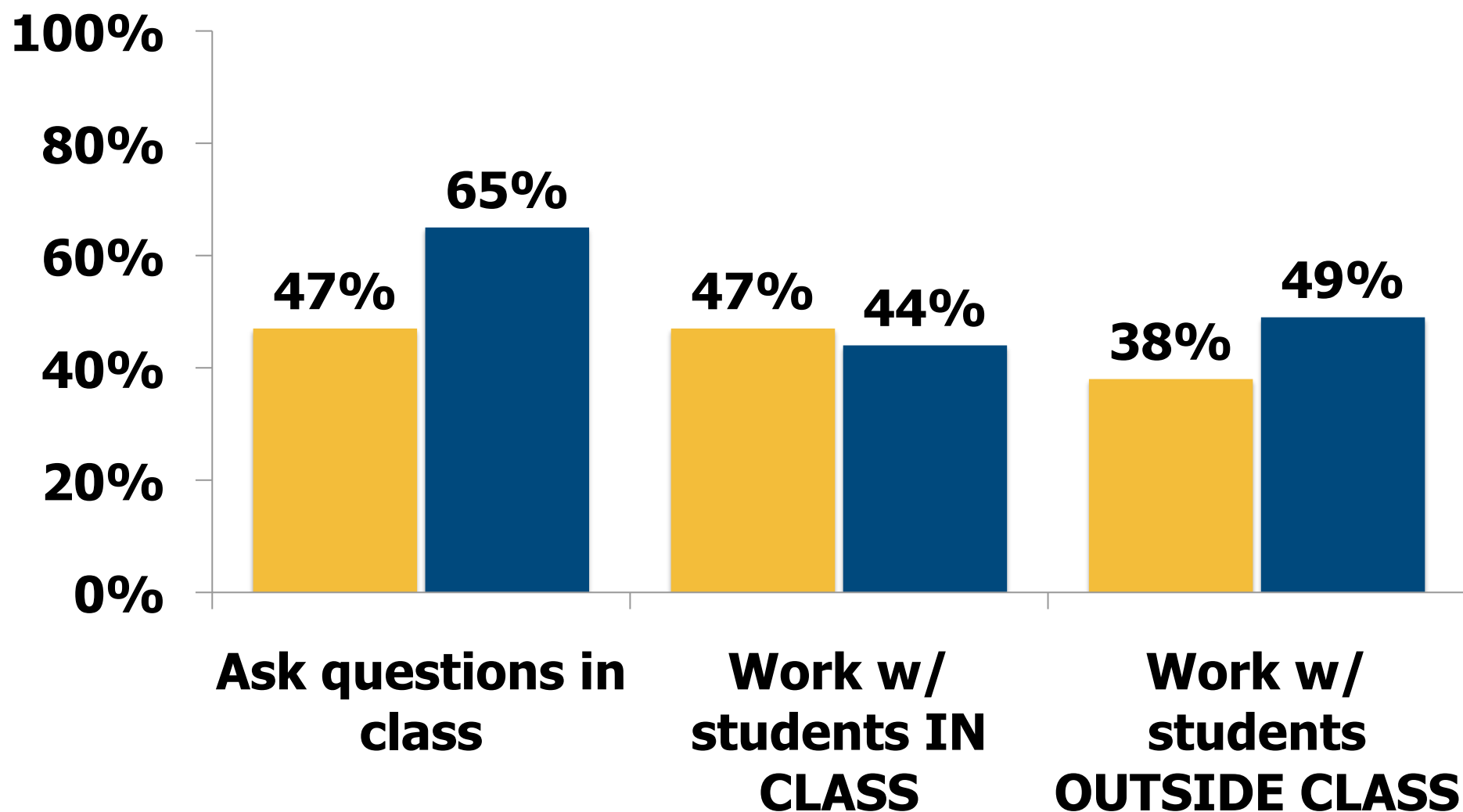
■ Faculty (FY) ■ FY Students



ACTIVE & COLLABORATIVE LEARNING

Percent "Often" or "Very Often"

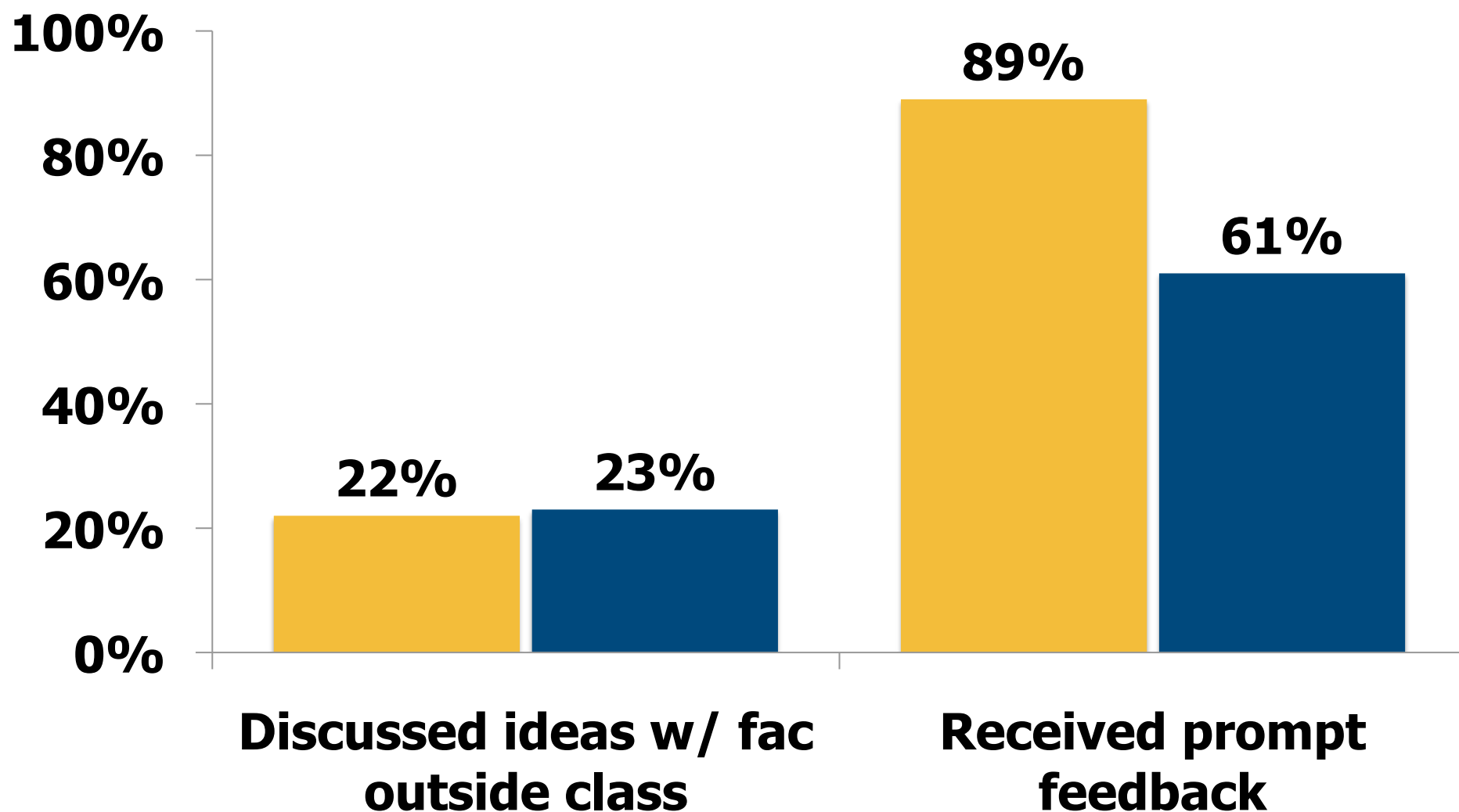
■ Faculty (FY) ■ FY Students



STUDENT-FACULTY INTERACTION

Percent “Often” or “Very Often”

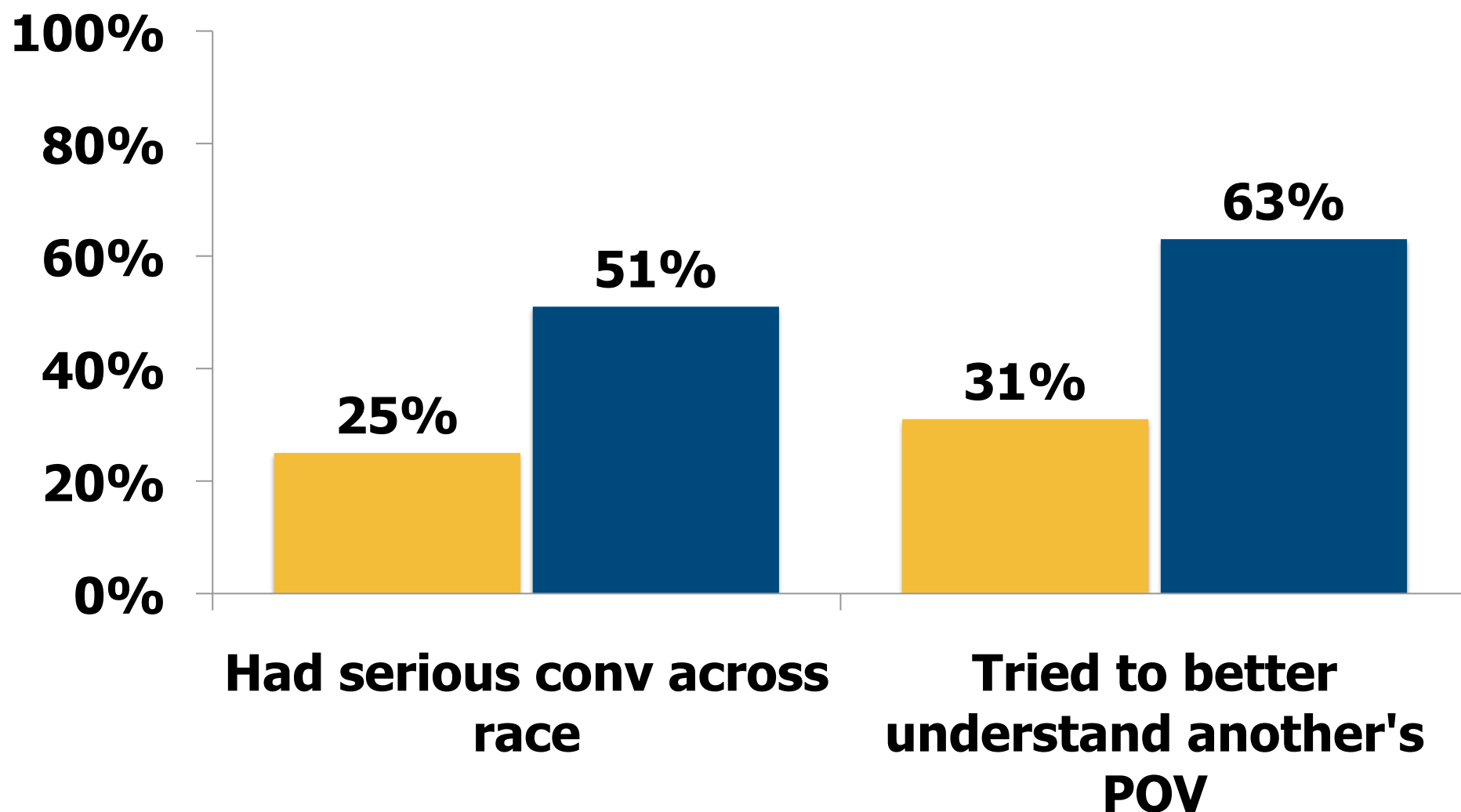
■ Faculty (FY) ■ FY Students



DIVERSITY EXPERIENCES

Percent "Often" or "Very Often"

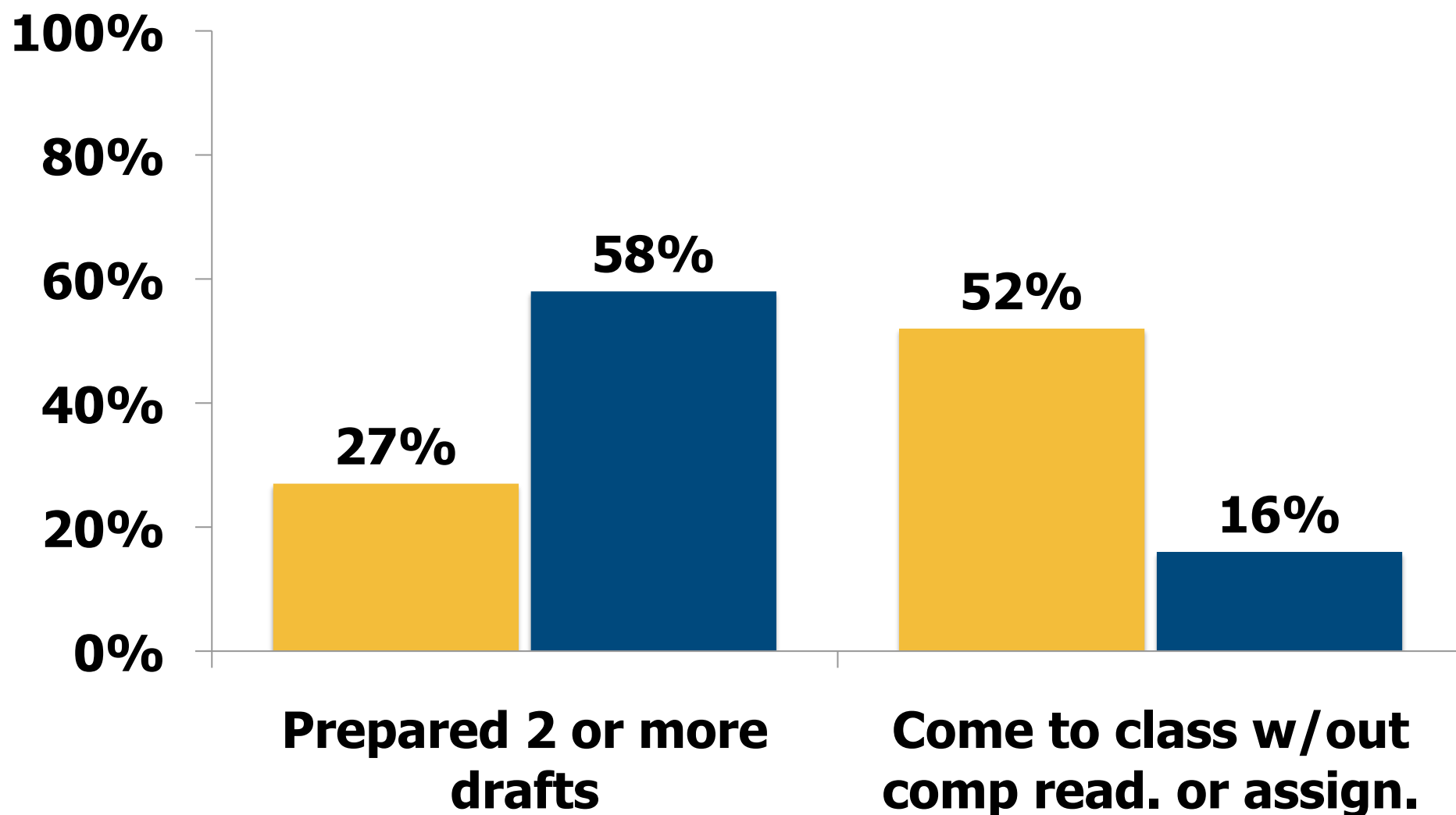
■ Faculty (FY) ■ FY Students



PREPARATION

Percent “Often” or “Very Often”

■ Faculty (FY) ■ FY Students



COURSEWORK EMPHASIS

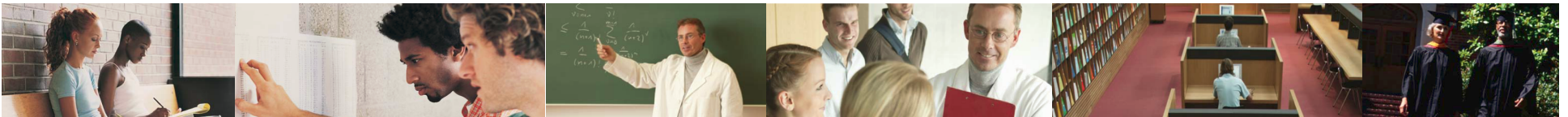
Integration & Memorizing

- **Percent “Often” or “Very often” working on a project that required integrating**
 - **FY Students** **83%**
 - **Faculty (FY)** **51%**
- **Percent coursework “Quite a bit” or “Very much” emphasized memorizing**
 - **FY Students** **70%**
 - **Faculty (FY)** **60%**

TIME SPENT PREPARING FOR CLASS

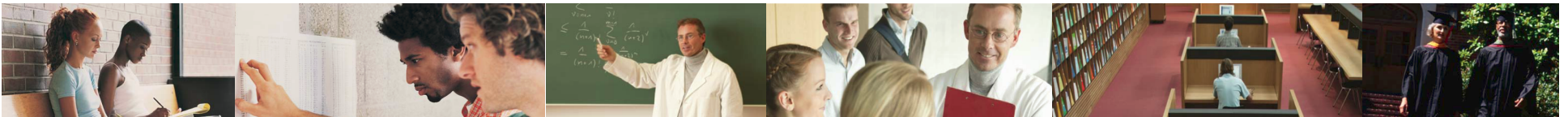
Percent Reporting >16 hpw

- **Faculty (should)** **57%**
- **Faculty (actual)** **14%**
- **FY Student** **42%**



Some Initial Questions

- **When do we get a rosier picture from faculty?**
- **Do you think students and faculty interpret all the terms/phrases the same?**
- **Did we get a glimpse into faculty views of other faculty?**



OTHER QUESTIONS & DISCUSSION

For More Information

- Visit the FSSE website

www.fsse.iub.edu

- Contact the presenter

tflaird@indiana.edu

